

FOREST CIRCLE MIDDLE

500 Forest Circle
Walterboro, SC 29488

GRADES 6-8 Middle School

ENROLLMENT 409 Students

PRINCIPAL Lynn Stroble 843-549-2361

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR V. Wayne Shider 843-549-5715

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	11	22	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No
2004	Below Average	Below Average	No

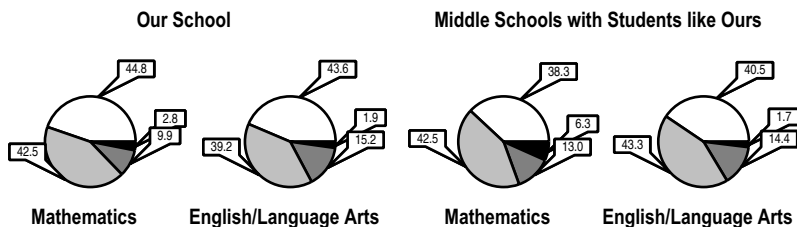
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	393	99.2	43.3	39.4	15.3	1.9	23.3	Yes	Yes
Gender									
Male	198	99.5	50.5	38.0	10.9	0.5	17.9		
Female	195	99.0	35.8	40.9	19.9	3.4	29.0		
Racial/Ethnic Group									
White	157	98.7	27.7	44.7	23.4	4.3	37.6	Yes	Yes
African-American	219	99.5	53.9	35.8	9.8	0.5	13.2	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	334	99.4	41.4	41.0	15.3	2.3	24.8		
Disabled	59	98.3	54.7	30.2	15.1	0.0	15.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	393	99.2	43.3	39.4	15.3	1.9	23.3		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	391	99.2	43.0	39.7	15.4	2.0	23.5		
Socio-Economic Status									
Subsidized meals	277	99.6	51.4	38.4	9.8	0.4	14.5	No	Yes
Full-pay meals	114	98.3	23.8	41.9	28.6	5.7	44.8		

Mathematics - State Performance Objective = 15.5%									
All Students	393	99.8	44.8	42.5	9.9	2.8	23.8	Yes	Yes
Gender									
Male	198	99.5	49.5	40.8	8.2	1.6	21.2		
Female	195	100.0	39.9	44.4	11.8	3.9	26.4		
Racial/Ethnic Group									
White	157	100.0	31.5	50.3	13.3	4.9	35.0	Yes	Yes
African American	219	99.5	54.9	36.3	7.4	1.5	15.2	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	334	99.7	38.3	46.8	11.7	3.2	27.3		
Disabled	59	100.0	81.5	18.5	0.0	0.0	3.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	393	99.8	44.8	42.5	9.9	2.8	23.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	391	99.7	44.4	42.8	10.0	2.8	23.9		
Socio-Economic Status									
Subsidized meals	277	99.6	54.1	38.4	7.1	0.4	15.3	No	Yes
Full-pay meals	114	100.0	22.4	52.3	16.8	8.4	43.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	104	99.0	34.4	43.8	20.8	1.0	21.9
	Grade 7	96	97.9	43.7	44.8	11.5	N/A	11.5
	Grade 8	112	99.1	39.6	39.6	19.8	1.0	20.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	144	99.3	45.7	38.6	12.9	2.9	15.7
	Grade 7	134	98.5	43.1	45.5	10.6	0.8	11.4
	Grade 8	116	100.0	42.0	42.0	14.3	1.8	16.1

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	104	99.0	31.3	45.8	19.8	3.1	22.9
	Grade 7	96	99.0	52.9	33.3	10.3	3.4	13.8
	Grade 8	112	99.1	37.3	54.9	5.9	2.0	7.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	144	100.0	36.9	46.1	12.8	4.3	17.0
	Grade 7	134	99.3	49.2	41.1	8.1	1.6	9.7
	Grade 8	116	100.0	53.6	37.5	7.1	1.8	8.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 409)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	8.7%	14.6%
Retention rate	6.2%	N/A	3.9%	3.0%
Attendance rate	95.7%	Up from 94.5%	95.6%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.3%		7.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.0%		7.0%	5.3%
Eligible for gifted and talented	11.2%	Down from 15.6%	11.2%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.3%	Up from 12.9%	14.9%	13.9%
Older than usual for grade	9.3%	Down from 12.2%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.3%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	40.0%	Up from 32.0%	48.8%	48.7%
Continuing contract teachers	84.0%	Down from 92.0%	79.2%	81.7%
Highly qualified teachers**	75.0%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	8.7%		6.8%	5.3%
Teachers returning from previous year	80.2%	Down from 88.6%	81.9%	85.1%
Teacher attendance rate	87.3%	Down from 91.5%	94.7%	94.8%
Average teacher salary	\$38,626	Down 0.2%	\$39,441	\$40,566
Prof. development days/teacher	10.8 days	Up from 6.8 days	10.3 days	11.0 days
School				
Principal's years at school	1.0	Down from 5.0	2.5	3.3
Student-teacher ratio in core subjects	29.1 to 1	Up from 18.5 to 1	21.1 to 1	21.3 to 1
Prime instructional time	79.2%	Down from 85.1%	89.5%	89.3%
Dollars spent per pupil*	\$6,837	Up 19.3%	\$6,300	\$5,821
Percent of expenditures for teacher salaries*	67.7%	Up from 66.4%	60.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 93.1%	97.7%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	100.0%		92.0%	
Highly qualified teachers in high poverty schools**	95.2%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We have had a productive year at Forest Circle Middle School. Our focus continues to be on helping students reach their maximum potential. Our goals have been aligned with the district goals of improving student achievement, increasing parental involvement, increasing staff morale, reducing discipline referrals, and increasing financial support. Our students made gains on the district benchmark exams and the PACT.

An example of this is an increase of 8.2% of our 8th grade math scores and an incredible increase of 16.6% of our 6th grade math scores. As a result of charting discipline referrals by grade each month and giving students incentives for no discipline referrals, we were proud of a continuous improvement in our school climate. In an effort to decrease the number of students that are older than usual for grade, our teachers suggested that we restructure our schedule to give these students the extra help they needed to be successful. Students were engaged in instructional activities that gave them more responsibility for their learning and parents were more informed of the student's progress on a regular basis. A majority of these students were promoted to the next grade or were required to attend summer enrichment for promotion to the next grade.

Our grade level teacher teams strived to involve our parents in activities and conferences to encourage each student to be successful. Our staff wrote several grant proposals and was successful in acquiring both money and materials for our students. Teachers were encouraged to collaborate and work together which increased staff morale and productivity. Teachers incorporated The Total Teacher process into their classroom management that encourages everyone to be responsible for his or her part in the learning process.

We will continue to strive for excellence in the upcoming school year using our motto, "Building Success through Teamwork," with planned strategies for increasing student performance, teacher effectiveness, and parental participation at our school.

Sheri Stone, School Improvement Council Chairperson

Lynn Stroble, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	89	14
Percent satisfied with learning environment	83.3%	66.7%	85.7%
Percent satisfied with social and physical environment	75.0%	65.4%	85.7%
Percent satisfied with home-school relations	39.1%	84.2%	50.0%

*Only students at the highest middle school grade level at this school and their parents were included.